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DON DOMINGO F. SARMIENTO.

DON Domingo F. Sarmiento was born in 1811, at San Juan, the capital of the province of that name, lying on the eastern skirts of the Andes. He was descended from two distinguished families, the Sarmientos and the Albarracines. The latter sprang from a Saracen chief, Al Ben Razin, who founded a family in the twelfth century, in the interior of Algiers. Although from an ancient and wealthy Spanish ancestry, both his parents were extremely poor. His father, Don José Clementé Sarmiento, was a workman upon a farm or, at times, a mule driver in the carrier-trains.

His hatred for manual labor and the want of a persistent plan of action placed the maintenance of the family upon the shoulders of his mother, whose busy shuttle in the little dwelling, or under the fig-tree which shadowed it, scantily provided for the necessities of those dependent upon her. At the age of five years, young Domingo, who could already read fluently, was placed in school, where he remained nine years without having been absent a single day. His mother, a devotedly religious woman, desired to see her son a clergyman and the curate of San Juan, while his father, who had been for a little while an officer of militia, presented to his youthful imagination decorations of gold lace and military preferment. Moved by these contradictory influences, he spent a portion

of his leisure hours in beatific contemplation of mud saints, and a portion in directing the hostilities between two files of bedaubed and shapeless puppet soldiers.

Three years of his boyhood were spent with a clergyman, Don José de Oro, a cousin of his mother, in the mountainous region of San Luis, where he studied Latin, History, and the Polity of Governments, and was influenced by the keen and vigorous intellect and generous views of his teacher.

In 1825 he entered a commercial house as a clerk or apprentice. He had no liking for this new employment, and when not engaged in measuring chintz, or selling herbs or sugar, he was busy with his books, studying the histories of Greece and Rome, and reading the Lives of Cicero and Franklin, Paley's "Natural Theology" and "Evidences of Christianity," "The True Idea of the Holy See," and the Bible.

In 1827, at the age of sixteen, for refusing to obey an order to close his shop and mount guard, he was cast into prison by order of the Governor of San Juan; but, with spirit unsubdued, he was soon set at liberty, and entered heartily into the party questions which divided the republic, siding with the Unitario and against the Federal party.

When a civil war had fairly commenced he left his little shop in charge of an aunt, and enlisted with the troops which had risen in insurrection. After a short campaign his party was defeated, and he fled to Mendoza. After escaping many perils he was taken prisoner and carried to San Juan, where he was ransomed, thereby escaping death at the hands of the executioner. Finding the tyranny there too great to be endured, he emigrated to Chili, where he first kept school in Los Andes, then was a shopkeeper in Pocuro, afterwards a commercial clerk in Valparaiso, then major-domo of the mines in Copiapo. While at Valparaiso he paid half of his small salary to a Professor of English for instruction, and rose at two o'clock in the morning to engage in the study of that language. While major-domo he sometimes translated a volume a day of Sir Walter Scott's works. His knowledge of philosophical, political, moral and religious subjects was a source of astonishment to the major-domos, foremen and laborers of the mines, as well as

to strangers, who were amazed at the intelligence of the little learned miner.

In 1836 he returned from his exile to San Juan, sick, destitute and almost friendless, but soon forming the acquaintance of the leading men he engaged with them in efforts to cultivate and improve the minds and manners of the young men and women of the province.

About this time he founded a periodical called *La Fonda*, which promised to become of incalculable benefit, but the Governor, fearing the influence of anything tending to the enlightenment of public opinion, suppressed the paper and threw its editor into prison. Although soon released, his situation became more and more thorny every day, and he was finally arrested, and again thrown into prison, where attempts to assassinate him proved well nigh successful, for he was covered with wounds and would have been killed outright had not the cowardice of the tyrant Benavides led him to call off his blood-thirsty subordinates.

The next day he was driven into exile, and again entered Chili, where he soon began to wield his vigorous pen. By request he took the editorship of the *Mercurio*, and also founded and edited the *Nacional* in Santiago.

In 1841 after an electoral campaign which secured the triumph of his candidate, he relinquished the editorship of his two papers to return to fight the battles of his distracted country. With three compatriots he started on foot to cross the Andes, and after the fearful passage of the mountain summits was effected, and he was descending the eastern slopes, he saw the soldiers whom he had hoped to aid in fight, now routed and seeking the shelter of the mountains.

He instantly retraced his steps, recrossed the lofty heights, established himself at Los Andes, the first town upon the other side, and so applied himself that in three days food, medicines, physicians, etc., for a thousand men were on their way to save the refugees.

Col. Sarmiento was thus thrown back upon Chili, and soon resumed the editorship of the *Mercurio*. Every interest of society received his attention. He endeavored to organize pri

mary instruction, proposed a popular tax for education, banished improper text-books from the schools and founded a large periodical entitled *Monitor for Schools*.

At this period, 1842, he founded the first Normal School opened on this side the Atlantic, and for three years directed it in person with marked success.

In 1843 he founded and edited the *El Progreso* at Santiago. He also edited the *Argentine Herald* in behalf of his unfortunate countrymen, and wrote several works of a biographical nature. His boldness excited jealousy, hatred and prejudice among many of the Chilians who persisted in calling him a foreigner.

In 1847 he started upon a visit to Europe, Algiers and America. Wherever he went he saw and conversed with the most eminent men of the nation. He studied legislation and systems of education, and embodied his observations abroad in a noble work on Popular Education. In America he became acquainted with the Common School System of Massachusetts, and afterwards introduced it into Chili.

Returning there, he resumed his labors as author and editor, bringing thus into immediate use, for the benefit of its people, the best fruits of his observation and experience in foreign lands.

He visited Rio Janeiro and spent several weeks in close intimacy with the Emperor, who had read and admired his works.

His native Republic now sought his valuable services and tendered him several important offices of trust, all of which he declined, but he finally took up his residence in Buenos Ayres as a private citizen.

He soon accepted the Directorship of the Department of Schools, and after most persevering efforts succeeded in procuring the erection of a splendid building with the most approved apparatus and appliances, at a cost of about \$127,000. Having been elected Senator and afterwards Governor, he secured public lands worth a million of dollars for the erection of school buildings, and induced many of the best men in the city to take the supervision of the schools which were thereby established. The *Annals of Education*, which he now edited, was the means of disseminating information and arousing the interest of the people in their behalf.

Nor were his efforts confined to the cause of public instruction. He projected railroads and canals, laid out public squares and promenades, established a Normal farm, paved two leagues of streets, re-opened the rich mines of the province, and strove in every way to advance its welfare. In 1861 he resigned his office as Governor to accept that of Minister Plenipotentiary to the United States, and during his residence here he gave his leisure time to the subject of education, and to the preparation of papers descriptive of American industry and progress to send home to his country.

Among the important works thus prepared, are a *Life of Lincoln*, compiled from the best authorities; *The Schools the Basis of the Prosperity of the United States*; and *Ambas Americas, or The Two Americas*.

After an absence of seven years from his native land, without party and without the employment of political machinery, he has just been almost unanimously elected President of the Argentine Republic, and has gone back to be, if life is spared, an incalculable blessing to his country.

To this brief and fragmentary sketch of an eventful life, we need add no words of eulogy. We can but follow with admiration his brilliant career from his humble mountain home to the Presidential chair. "SARMIENTO" is yet to be a household word in South American Republics.

G. B. P.

EXTRACT FROM A LECTURE READ BEFORE THE
AMERICAN INSTITUTE OF INSTRUCTION, AUG. 7, '68,

BY W. C. COLLAR.

THE object of classical study in these times is undoubtedly a broad and high one; the method by which that object is sought seems to me radically wrong. The ultimate aim is a knowledge of ancient thought and ancient life; the immediate purpose, an acquaintance with the ancient languages, as the source of that knowledge. Or, to speak more definitely, what we first require is

the ability to read a Latin or Greek author. Now let us see by what method of instruction we try to effect this object.

A boy is set to work on the grammar, and is required to memorize the entire etymology, including several hundred rules and exceptions in gender, formation, and inflection, before attempting to translate a sentence. Some of the words with which he is obliged to load his memory, and which he must recite with great volubility, are in their "naked English meaning" simply indecent; while of others a distinguished scholar says, "I have not met them in twenty-seven years of classical reading and instruction."

After etymology is thus mastered, syntax is taken up and treated in the same way. Six months or a year is spent in this delightful and improving manner, after which the learner is allowed to begin translation. His daily lesson will comprise only a few lines; but from the first, nearly every word must be parsed, and rules, intelligible or unintelligible, must be repeated for gender, inflection, mode, tense, government, agreement, or dependence. The phenomena of the language of all sorts and degrees of difficulty are accounted for by glibly quoting rules, remarks, notes, and exceptions from the grammar.

In general no attempt is made to discriminate between such knowledge as a boy should possess at the outset of his course, and such as is proper only for the mature scholar,—between the simplest and most essential rudiments and the slowly-gathered fruit of wide reading and thorough research.

Mrs. Stowe, in characterizing the system pursued at the Boston Latin School thirty or forty years ago, when her brother, Henry Ward, was a pupil there, says: "The whole educational process consisted in one square, solid attempt to smite the Latin Grammar into minds of all sorts and sizes." It is reasonable to suppose that a third of a century has wrought great improvement, but would not Mrs. Stowe's words fairly characterize the average classical instruction of the present time?

As our youth advances his attention is directed in the main to the same points, and the method continues unchanged. The rules and exceptions in prosody, more than five hundred in number, in

our most popular grammar (as I ascertained by actual count, after several weeks of painful drudgery in committing them for recitation — *horresco referens*), are learned by a dead pull of memory, before a verse of Latin poetry is read.

In college the instruction continues to be of the same kind, though often inferior in quality; since it will often happen that a young man goes from a devoted and experienced teacher to a tutor who has just taken his degree, and who gives to the instruction of his class only so much time as he can conveniently spare from his legal or theological studies.

Little account is made of exact idiomatic translation, but much of the forms and relations of words. In particular, the doctrine of the subjunctive mode continues to be the terror of Freshmen and Sophomores, exhausts their energies, and engrosses a large share of the time of recitation. To sum up this whole matter in a word, our classical instruction from the beginning to the end is, in its essential form and spirit, a grammatical drill. Assuming, contrary to reason and experience, that a mastery of grammar is an indispensable prerequisite to reading, and that facility in translating will be proportionate to the extent and profundity of grammatical knowledge, we fatigue ourselves by beating an endless round of dreary technicalities, and cheat ourselves into the belief that we are marching, when we are only marking time.

It thus appears that we curiously invert the natural order in learning. We pass from the abstract to the concrete, from rules to examples. We learn the language from the grammar, instead of learning the grammar from the language. And we make reading a secondary and remote, instead of a primary and immediate object. If it be asked what method I propose to substitute, I answer:

First, we must cease to look upon grammar as both means and end. We must not study a Latin author for the purpose of finding illustrations of grammatical precepts; but we must read a Latin author first to learn the Latin language, calling in grammar then, and then only, when it will afford real aid. I would require a boy's attention to be actively exercised from the first, and when a number of instances of any construction have been met with in

reading, and noted, I would have him frame a rule, or be asked to read it from his grammar. That is, let rules be established by induction, and let them be used, not as a preparation, or a guide, but to fix what has already been learned by observation and comparison.

Second, I would omit the greater part of prosody, which requires one or two months of irksome study, and trust for a knowledge of quantity to the pupil's scanning, and repeating from memory many choice passages of poetry. Indeed, there would be no difficulty in this respect, if our system of pronunciation were not arbitrary and absurd, so that when the quantity of syllables is systematically studied, much must be unlearned which habit has fixed. For example, we pronounce the short *a* of *pāter* as if it were long, and the long *i* of *fīlius* as it were short. We say *vēnio*, *vēnis*, *vēnit*, and *vēneram*, *vēneras*, *vēnerat*, and subsequently learn that we ought exactly to reverse this pronunciation — to say, *vēnio*, *vēnis*, *vēnit*; but *vēneram*, *vēneras*, *vēnerat*.

Third, I would greatly increase the amount read in school and in the first part of the college course. On this point, it will be most convenient for me to speak later. For the present, I wish to ascertain how much is actually read by a student who completes the classical curriculum in our best schools and colleges.

The requirements for admission to Harvard College are as follows:

Latin prose	286 pages.
" poetry	400 "
Greek prose	212 "
" poetry	45 "
In all	943 "

The class of 1863 in Harvard read of —

Latin prose	238 pages.
" poetry	236 "
Greek prose	407 "
" poetry	202 "
In all	1,083 "

Taking this as the average amount now read in the college course by successive classes, we have a sum total of 2,026 pages of Latin and Greek, which a Harvard graduate may be supposed to have read from the beginning of his preparatory course till he receives his degree. Two thousand pages would make four duodecimos of average size. Surprisingly small as this seems for the result of eight or ten years of classical study, it is probably nearly double what graduates of most other colleges read. In confirmation of this, I will only remark (without troubling you with further statistics) that in Amherst College a class recently graduated read a trifle less than three-fifths, and a class at Yale a trifle more than three-fifths as much as the class of '63 at Harvard. What has been said respecting the inability of the classically educated in this country to read Greek and Latin books with intelligence and pleasure, is thus in part explained, and the reason for suggesting that the amount read be largely increased becomes apparent.

To acquire the power of reading a modern language, say the French, with perfect facility, one must go over eight or ten volumes of prose, and as many more of poetry. But we imagine, or seem to imagine, that the power to read languages, at least five times as hard, can be gained by the study of one-fifth as much. And this is not the worst. Even the little that we do read is read so slowly that half the benefit is lost. Who would think of learning German or Italian by reading half a volume a year? But in Latin and Greek our pace is considerably slower than this. *We read four volumes in ten years.*

But here a difficulty arises. "How," it may be asked, "is this proposition, largely to increase the amount of reading, consistent with the necessity which has been strongly insisted upon of reducing the time spent on Greek and Latin?" I think I may fairly assume that the method indicated for the treatment of the grammar will work some saving of time. Let us see whether a still further saving of time can be effected. The first difficulty which confronts the tyro in Latin, when he attempts to translate, is his ignorance of the meanings of words. Almost every word must be looked out in a lexicon, where the ingenuous youth is gravely instructed to select, from a host of definitions, the one suited to his passage, by "con-

siderations of the context." Of course he is in a maze of difficulties, with no clew to guide him. He gropes and gropes in thick darkness, catching it may be a ray of light here and there, but mostly stumbling along in hopeless and futile bewilderment. Take, for example, the very first sentence of *Nepos*. It contains forty-seven words, and the main verb is in the sixth line, after a colon. How many boys under fifteen probably ever succeeded in making out the sense without assistance? For a considerable time, if a boy extracts any meaning at all from his passage, it is rather more likely to be wrong than right; so that, added to his waste of time and trials of patience and temper, there is the vexation and disappointment of failure at last. Besides, it should be remarked that his own blunders are far more likely to stick in his memory than the corrections of his master, while the latter is obliged to consume the time that should have been employed in giving instruction in the unprofitable task of correcting mistakes.

"In old times," says Long, "the teacher taught; now it is the common practice to let boys learn wrong that they may be set right."

Fourthly, then, to meet this difficulty I propose that the master should translate and explain fully each lesson before the pupil is set to study it. The latter may afterwards be required to reproduce his master's translation and remarks, so far as is desirable, and, in particular he should be trained to observe and mark whatever seems to him new, difficult, or peculiar. Dictionaries I would proscribe, until the pupil has a tolerably extensive vocabulary at his command, and some acquaintance with the idiom of the language. An incidental advantage of no small importance will naturally result. A boy without a vocabulary or lexicon to turn to whenever he cannot at once recall the meaning of a word, will soon learn the necessity of close attention to the instruction of his master, and will be compelled to exercise the memory more constantly and more vigorously. It will be remembered that this was a cardinal principle of the instruction of the Druids; and I shall show presently that this, so far from being any new theory, was, at a very early period, a common practice.

In this way I am sure a boy may be carried over two or three

volumes, with repeated reviews, in less than half the time usually consumed. And this is not the only gain. He has had nothing to unlearn, and therefore has been constantly stimulated to renewed exertion, since he has found that every effort tells. The more frequent recurrence of words in the same or in different senses has impressed them upon his memory, so that further progress must be considerably facilitated. Greater practice in translating has afforded the best means for improvement in his own language. And finally, as nothing has appeared too hard for his strength, a sense of power will have been gained, which will aid him to grapple with difficulties to come. *Possunt quia posse videntur*. "Pleasure and acquisition will go hand in hand," and the saying of Johnson, "No child loves the man who teaches him Latin," will be no longer true.

That by this course the way will be somewhat smoothed, will, I know, be no recommendation in the eyes of some. But the days of asceticism (if I may so use the word) in education, as in religion, are past. In common with many others I believe the process of early education should be a pleasant, and not a painful one; and that our success in teaching will, in no small measure, depend upon our ability to make each successive step easy and agreeable to the child. Permit me to quote a few words from Locke.

"In science, where reason is to be exercised, I will not deny but this method may be varied, and difficulties proposed on purpose to excite industry and accustom the mind to employ its own strength and sagacity in reasoning. But yet I guess this is not to be done to children whilst very young, *nor at their entrance upon any sort of knowledge*; then everything of itself is difficult, and *the great use and skill of a teacher is to make all as easy as he can*; but particularly in learning of languages, there is least occasion for opposing children."

I have said that I advocate no new theory. The method proposed was practised in the sixteenth century by Sturm, one of the most successful schoolmasters that ever lived. From him it was adopted by Ascham, and also embodied by the Jesuits in their educational system, which Bacon admired and praised. It was the essential feature of Ratich's scheme, and, as modified by Ascham, pronounced by Dr. Johnson to be the best advice ever given for learning languages. It appeared again, only under another form,

in the Hamiltonian method, which in principle is now very generally applied to the learning of modern tongues. But before Sturm and Ascham we hear Dean Colet, who founded St. Paul's school, giving this advice: "Wherefore, well-beloved masters and teachers of grammar, after the parts of speech sufficiently known in our schools, *read and expound plainly* unto your scholars good authors. And show to them every word and in every sentence what they shall note and observe, warning them busily to follow and to do like, both in writing and in speaking; and be to them your own self also, speaking to them the pure Latin very present, *and leave the rules.*"

After the scholar has gained sufficient knowledge, he should be required to make out the lesson himself in presence of his teacher, receiving a little help as he meets with a new word or phrase. Next the pupil may be left to translate the lesson for himself with the aid of a lexicon. He will not need to look out many words, after a little familiarity with the style of his author, and, with the training he has had, will be pretty sure to give his passage a thorough trial before resorting to his lexicon. Finally, as soon as the pupil can follow easily, his progress may be further promoted by his teacher's translating with only occasional comments on the most difficult parts, several pages at a sitting, in works not included in the regular business of the school, but lying parallel to the school curriculum.

If it be objected that such a method imposes additional labor upon the teacher, I admit it. Indeed, I intended to propose that the teacher actually instruct his class, instead of confining himself to the duty of finding out whether his boys have probably studied the lesson assigned them. It will also evidently be necessary for him to know the lesson which he undertakes to teach. And if, as his scholars advance, he trains them to exact, elegant, and fluent translation, I can assure him from experience that it will not be easy to satisfy them with his own performance.

If, on the other hand, it be said that no difficulties are left for the learner, I might ask in the words of Sidney Smith: "Where will the love of difficulty end? Can aversion be the parent of memory, impediment of perfection? Would it not be better if the

difficulties of language were doubled, and thirty years given to languages instead of fifteen?" If the difficulty of acquiring knowledge by any particular method enhances the value of that method, then I admit that the present plan of learning Latin and Greek ought not to be changed; for it is impossible to conceive of another that could have an equally strong recommendation.

SOURCE OF TROUBLE IN SCHOOL.

"My boys are doing splendidly to-day," says one teacher to another, as they meet at recess. "If they would only do as well every day, how I should enjoy my work!" The truth is, this teacher is having a "good day" in school. Everything is going on smoothly. The scholars are busy and quiet. The recitations are uniformly good. Her own explanations are readily understood. A genial, sunshiny spirit seems to pervade the room. In short, nothing occurs the live-long day to knit her brows or agitate her nerves, and she goes home at night, pleased with her scholars, pleased with herself, and in love with her work. So delightful are her reflections, that she enjoys with double zest the party at which she stays till midnight, and the hot supper that she eats at ten o'clock. The next day she comes to the school-room with the recollection of yesterday's enjoyment fresh in her mind, and hoping for another such day. But no! She has been there but a short time before she perceives that the boys are restless. Books and slates seem constantly dropping, and eyes continually wandering. Her attention is attracted to the idleness of A, and the uneasiness of B. She thinks C has something contraband under his desk. She is sure D whispered just then. E raises his hand and asks a question. "What *did* he ask that for?" "Have n't I told him fifty times?" "It seems as though he knew less and less every day." She begins a recitation. "What *is* the matter with them?" F and G both fail. H and I make bad work. Even J and K, who scarcely ever fail, do not seem to do as well as usual; and as to L and M, the past appears to be a perfect blank to them; at least as regards the present study. And so on, away to Z. No one is quite up to the mark. There is friction all day.

"What *can* be the matter with the *boys*?" Why should they make their teacher so happy one day by their docility, and drive her well nigh distracted the next by their unaccountable perversity? And the poor teacher goes home at night, weary, jaded and well nigh discouraged. Perhaps she remembers, with keen self-reproach, that she has during the day allowed herself to give unseemly expression to her irritation; or, if not, the constant effort at self-control has fairly tired her out.

When quietly at home, she falls to thinking, and again the question comes up: Why should the boys be so different to-day from what they were yesterday? No exciting event has occurred. She has heard nothing of the prevalence of any epidemic, of whose incipient stages their restlessness may be a symptom. Any home difficulty would hardly be likely to visit so many families simultaneously. It cannot be the heat, for the day was cool. It was not the badness of the air, for she took care to have the windows open. The trouble cannot be in herself, for she *never tried harder in her life*; and having "swung round the circle" of conjecture, back she comes to the starting point, no wiser than before, and perhaps sets it down as adverse fate, for which there is no remedy but philosophy, and, this being the case, wisely concludes to be thankful for the "good days," and to go through the bad ones with what patience she may.

Now we fully believe that not only can the cause of such experiences be generally discovered, but that the whole difficulty may be in a great measure remedied. Not that the ordinary trials of the school-room can be done away with, but that by proper care, study and self-control, there need be none of that periodical recurrence of them to which we have alluded. "Oh certainly," we hear it answered, "if the *scholars* will only be careful, study well, and exercise self-control, we have no doubt that the trouble will cease." But we do not mean the scholars, we mean the teacher; and in short, "not to put too fine a point upon it," we believe that in all such cases, where there is no obvious cause, the fault lies with the teacher and not with the scholars. The idea that on one of two days, on both of which the outward influences are the same, fifty or sixty boys, belonging to nearly as many different families, should

be studious and tractable; and on the other, idle, restless and stupid, we believe to be absurd. We think that the difference is wholly imaginary, and is the result of a morbid condition of the teacher's nerves, induced by some physical indiscretion.

That the work of the school-room tends in a special manner to produce nervous diseases, will, I presume, be readily admitted. Indeed the fearful prevalence of neuralgia and kindred complaints sufficiently proves it; nor do I fear contradiction from a large proportion of our readers, when I assert that there is no possible degree of unnatural distortion of which the commonest events are not capable when viewed through the false medium of diseased or over-excited nerves. Little molehills of difficulty, over which ordinarily we would pass almost unconsciously, are magnified into great mountains, which frown darkly upon us, and seem wholly to obstruct our progress. Little vexations, which, in a healthy state, we would hardly notice, acting upon nerves thus rendered painfully sensitive, throw us into a perfect tremor of irritability.

Now, place a person in this condition in the school-room, where at best there will be many annoyances and trials of patience. Is it strange, we ask, that when she is fairly bristling with sensitiveness, and when the slightest noise thrills her through and through, the natural restlessness of childhood should be mistaken for wilful disorder? Is it to be wondered at, that the dropping of a slate should seem like a heinous crime, when it puts *her* in so much pain?

We are well aware that we shall be laughed at by a portion of our readers, for what they will consider a gross exaggeration. We feel assured, however, that there is another portion, and by no means an inconsiderable one, who well know that we *do not* exaggerate. The first are blessed with firm and healthy nerves, and have no more conception of the effect of weak ones than a man born blind has of sight. The latter, though they may not have suffered to the extent described, have yet felt enough to credit easily the possibility of such an experience.

To show that if we err we do it, at least, in good company, we will here quote a passage from that most excellent work, "Theory and Practice of Teaching," by D. P. Page. Speaking of different moods in teachers, he says: "To-day they are in good health, their

faces are clothed in sunshine, *they can smile at anything*; to-morrow, suffering from indigestion, or want of exercise, or want of sleep, the thunderstorm hovers about their brow, ready to burst upon the first offender." Such, then, is the solution of the difficulty arrived at, after many years of observation, by one of the most skilful of teachers; and such, we feel sure, will be the conclusion of every one who earnestly and candidly examines the matter. In fact, how *can* a teacher, who is in a state of mind to "smile at anything," have aught but a pleasant session? There will be no disposition among the scholars to annoy a teacher who preserves such an aspect. Nor will he be apt to imagine such a disposition when it does not exist. On the other hand, is it to be supposed that one who enters his school-room with "the thunderstorm hovering about his brow," will go through the day without continual trouble?

And now, as to the causes for this variableness of temper and spirits, and its remedy. Mr. Page mentions indigestion as one of the prominent causes. The best description that we have been able to find of the effects of indigestion upon the spirits is one by that noble man and unequalled humorist, Sidney Smith. We quote it entire. "My friend sups late; he eats some strong soup, then a lobster, then some tart, and he dilutes these esculent varieties with wine. The next day I call upon him. He is going to sell his house in London and retire into the country. He is alarmed for his eldest daughter's health. His expenses are hourly increasing, and nothing but a timely retreat can save him from ruin. All this is the lobster; and when over-excited nature has had time to manage this testaceous incumbrance, the daughter recovers, the finances are in good order, and every rural idea is effectually excluded from the mind." What a graphic description of the different aspects which the same combination of circumstances presents to us as we are physically well or ill! What teacher that is one day happy, and elated over the state of his school, and the next, with the very same boys, neither better nor worse than before, is depressed and anxious, does not recognize in this the statement of his own case? Depend upon it, at such times it is "all the lobster."

Now what is the true remedy for this? Simply to be careful of the diet. Do n't follow any set rules prescribed by somebody else.

Study your own system, and find out by experiment what kind of food, and in what quantity, agrees with you; that is, makes you feel the best; and then resolutely adhere to it. Perfect digestions are as rare as any other sort of perfection. In most persons, especially those of sedentary habits, it is very far from perfect, and, unless carefully preserved, will in time become hopelessly impaired, causing innumerable evils, and rendering real enjoyment of life impossible.

Another source of trouble mentioned is "want of sleep." The effect of loss of sleep in producing morbid irritability, is too generally recognized to need illustration. With the distorted appearance of everything after a sleepless night, we are all familiar. That a teacher suffering from this cause is unfitted to encounter the nervous strain of school-room work, is sufficiently obvious. We quote again the words of Mr. Page,— "A man would be unwise to subject himself to the ill effects of loss of sleep; he has *no right* to subject others." As to the proper quantity, it must be determined, as in the case of food, by experiment. Sir Walter Scott used to say that he was never but half a man unless he had eight hours of utter unconsciousness. We do not, however, mean to advance any peculiar notions of our own upon this subject. We only say, find out what number of hours completely restores you, and then regularly take it. We believe that proper attention to this point alone will cause the imaginary troubles of many teachers to disappear.

We come now to the other cause mentioned by Mr. Page,—want of exercise. We reserve this till the last, and would give it the greatest prominence, because in due attention to exercise is to be found, we believe, the partial remedy for the ill effects of all other irregularities. When the muscles are well developed and strong, and the circulation is rapid and free, then is the system in a condition to resist the effects of any excess. When all the functions of the body work with perfect freedom and vigor, it is next to impossible for disease to obtain any hold upon it.

Symmetrical development is the great desideratum. "Develop the system harmoniously," says Dr. Windship, who by practising what he preaches, has made himself the wonder of the world.

Now, *our* daily work does not tend to harmony of development. There is little call for physical exertion, and great wear on the mind and nerves. The result is that unless *special* effort is made, the nerves become over excited, and we are made morbidly sensitive, and unfit for our daily labor. That serenity and good nature usually accompany great muscular strength, is proverbial. The reason for this, we suppose, is that the physical stamina of such persons enables them to control their nervous system, to the derangement of which all irritability, and morbidness are owing. We firmly believe, and this is no mere theory, for we have tried it and seen it tried repeatedly, that, except in cases where there is hopeless organic disease, such nervous difficulty may be effectually cured, and all morbid feelings banished by simply making the muscular system predominate; and we know that half an hour daily, judiciously spent in the gymnasium, will, in a surprisingly short time, accomplish this.

We do not pretend, with some extremists, that exercise is a cure for all manner of evils. What we do maintain is, that it greatly lessens our liability to disease, and especially to the kind of diseases to which teachers are, from the nature of their occupation, peculiarly liable, and which tend in a special manner to impair their efficiency. We know whereof we affirm when we say, that just in proportion as a teacher, who suffers in the manner described, grows stronger, will he find his imaginary troubles disappearing, and his real ones easy to bear. He will find himself passing over with almost total indifference, matters which would once have caused him intense annoyance. Whatever real troubles he has will appear in their true bearings, and the right method of surmounting them will readily suggest itself (provided of course, that he possesses originally the requisite qualities, for good health does not *give* brains, it only renders what we have available). He will find himself growing more and more enthusiastic and hopeful about his work. In short, his enjoyment of life will be greatly enhanced.

We know of no better way of closing than by quoting a most beautiful description of the state, mental and bodily, of a person in perfect health. It is taken from that most delightful work of

Prof. Tyndall, the "Glaciers of the Alps." The Professor, with his two attendants, had arrived half way up one of the mountains of Switzerland, and camped for the night. He had been for a long time exercising vigorously in the open air, with plain diet and abundant sleep. He thus describes his sensations. "I can hardly think it possible for three men to be more happy than we then were. It was not the goodness of the conversation, nor any high intellectual element which gave the charm to our gatherings; the gladness grew rather out of our own perfect health,—*every fibre seemed a repository of latent joy which the slightest stimulus sufficed to bring into conscious action.*"

Now, if we cannot all attain to precisely such a state as this, most of us may, by taking the pains, come very near to it: and, we ask, is it not worth the trouble? We remember reading, long ago, in the "Teacher," this expression,—*"A teacher owes the school his best self."* Now, is a teacher giving his best self to the school, when for want of a little exertion and self denial, he allows his body to become weak and diseased, thus rendering him fretful and gloomy?

We shall doubtless be referred to cases, which sometimes occur, of teachers who are cheerful and highly efficient in spite of a feeble body. We readily admit that there is now and then a case where the conscience and the will thus triumph over the body, and we say all honor to them; they are noble examples and we admire them. But most of us are not so constituted. With nine out of ten of us, the mind *will* sympathize with the body, and the highest efficiency be impossible without health; and is it not possible that ever *their* efficiency would be increased if, with such a spirit, they possessed strong muscles, and a vigorous circulation?

We find that what we have written but very feebly expresses what we feel on this subject. Time and space, however, both fail us, and it must go as it is. We only hope it may be the means of inducing some teacher who suffers, as we have done, by nervousness, to try our remedy.

G. K. D.

PROPOSAL FOR A NEW INSTITUTION OF LEARNING.

Remarks of F. H. Underwood, Esq., at a meeting of the Boston School Committee, September 8, 1868, advocating the adoption of the accompanying order.

By the establishment of the Latin School, of the English High School, and of the Girls' High and Normal School, the right of liberal education for all has been conceded. These institutions for advanced pupils are the inheritance of the whole people, and it is our duty so to administer them as to give the utmost value to the birth-right of every child. By the order I am about to offer, I do not mean to make an attack upon either of them. The Latin School has a Head Master of great experience and many virtues. I have great respect for him, and if compelled to criticise the course pursued in the school, it would be with diffidence. The English High School also is in many respects admirable. The course of study is excellent, so far as it goes, and under the rules prescribed for it, the school could hardly be improved. But the course is too short, and in my judgment the omission of Latin is a fatal mistake. I shall not stop now to discuss the question further than to say that there is no possible compensation for this immortal language, a language, which, though dead, lives in the literature and thought of all the moderns, and which, no matter how imperfectly learned, becomes, not merely a possession, but a part of the soul forever. The best teachers and the ablest theorists agree in this, that no liberal course of education can be considered complete without some instruction in the Latin tongue.

If it be said that for such people the Latin School has been established, I claim that this does not at all meet the difficulty; for in order to answer the ever increasing requirements of Harvard College, there is no time in the Latin School for anything but the classics. And if a boy were not going to college, I should consider that five or six years spent in the tangled, pathless jungles of "Andrews and Stoddard" would give him the worst possible mental training, and leave his mind sadly unfurnished for any useful occupation.

And many boys cannot go to college. Cambridge yearly grows more expensive, and yearly becomes more like a university. The smooth-chinned Freshmen of fourteen years are rarely seen there now, as they were, sir, in your day, and in Everett's, but bearded, mature youths instead. The college no longer sustains its old relation to our city. When, in colonial times, the clergy and magistrates made their annual solemn entry into Cambridge it was an event for which business was properly suspended. But now the parade of the sturdy, red-coated "Lancers," who, with anachronistic pomp, escort the gubernator on his way to the eminence of LL.D., and a general holiday for bank clerks, represent nearly all the interest which the general public have in the birthday of the ancient institution. The great mass of pupils must receive their training in the city, if at all. And while we shall cherish a just pride in the growth of the venerable school over the "Charles," we must establish a great popular institution, a college if you will, here among our homes, so that our sons may have parental supervision during their tender years,—an institution in which they may receive the best possible education to improve their faculties, as well as to fit them for the practical duties of life.

It is not enough to say that we have a choice now, and can direct our boys to the right-hand or the left-hand door of the edifice in Bedford Street. For no one can predict the development of intellect,—can say certainly whether a child should have a strictly classical training, or whether he should be limited to an English course. As it is, a parent must now elect at an early, immature period, and the choice is final, irrevocable. How much better, Sir, to provide a full and liberal system that may serve as a preparation for any subsequent career! And such a course, even if cut short by poverty, will be good so far as it goes.

Sir, it has been the distinction of this city that its public men have acted according to the best light of the time. That our schools have been excellent in the past, and have sufficed for the wants of former generations is not the question of to-day; but it is rather, has not experience shown us how to build wiser than our fathers, and thereby to give new facilities, higher culture, and greater power for good to our children?

And I would ask those gentlemen who stand fast in the old ways

and oppose change, whether they think that the statistics in our reports are creditable to the city? We have about 33,000 children in the public schools. The average number attending the Latin School for the year was 299, in the High School, 284, in the Roxbury High School, 51. Does any one think that this is a fair proportion, a usual proportion, about six hundred advanced pupils out of 33,000? No, sir; a very great number attend private schools, *for some reason*. And this should not be; for we have not done our duty, until we have made these higher schools better than any private schools can be.

And this leads me to say, in reference to the last clause of the order, that I am convinced that the system followed at the Latin School, and generally in this country, is tedious and unphilosophic. When a lad of twelve years is obliged to study Greek grammar for a whole year without reading a single sentence, and therefore plods on, ignorant of the meaning and uses of his daily tasks, it is a wrong done to his intellect and to his moral nature which can hardly be estimated. The experience of teachers of the modern languages is full of instruction for us. A pupil in French commences at once to read, to speak, to write in progressive sentences. He acquires a sufficient knowledge of grammatical structure as he proceeds, and the more intricate details are deferred until familiarity makes everything easy. Why, sir, it would be easy to make French as formidable to a beginner as Greek; you have only to let it be taught in the same way, and compel a boy to munch his daily morsel of dry grammar, without an illustrative sentence. In fact, a very distinguished professional gentleman said to me a few days ago, speaking of a certain French grammar, that the author might have used these words concisely as a preface: "In the system herein set forth I have endeavored to make the study of French as difficult and as odious as the study of the ancient languages has been by similar works."

But this is not a mere question of text books; the inquiry should be into the spirit in which the ancient languages should be taught; and whether the future scholar is to read Virgil and Horace with real delight, or is to have their beauties serve only as illustrations of some obscure and probably useless doctrine of construction or of prosody.

That the teachers are most faithful and conscientious, I have no doubt. The drill is incessant. The grammar is always in hand. Only, as I think, the plan is totally wrong. As the schools belong to the whole people, our systems should be adapted to the average intellect. The few brilliant boys of each class will thrive under any regimen; but the ordinary pupils are discouraged by useless drudgery, and one by one fall off, until a small number — not more than fifteen or twenty — are left to complete the course. This season past, only about a dozen entered college; and of these, *three* only received diplomas.

These are not pleasant things to say, but they are necessary to a proper comprehension of the whole subject, and I trust they will be heard without offence.

The time for this proposed inquiry has fully come. We know that the Latin and High Schools are poorly accommodated, and that their respective committees are desirous of asking for a new building. We shall be compelled to erect one soon; and before we go on to perpetuate the limited ideas which have contented us thus far, let us see if we cannot place the higher education of our children on a wiser basis. In the hope that we shall see an institution of sound learning, worthy of our city and meet for the needs of our age, I commend this matter to the good judgment of this Board.

Ordered, That a committee of nine be appointed to consider the subject of establishing an institution of learning for graduates of the Grammar Schools, in which both English and classical studies may be pursued; that said committee shall have public hearings, to which eminent educators shall be invited; that said committee, if they deem it expedient, shall propose a full and liberal course of study, to be submitted to this Board, which shall include Latin and Greek, one or more modern languages, English literature, mathematics, music and other sciences; that if the need of such an institution is shown, said committee shall consider the expediency of merging in it the Latin and English High Schools, and of the establishing in the new school a special course of study for those who desire to fit for a University education; that in reference to such special class training for the University, said committee shall make inquiry as to the method of teaching the ancient languages in use upon the Continent of Europe, as well as in the best English and American schools.

Editors' Department.

NATIONAL EDUCATIONAL MEETINGS.

MEETING OF SCHOOL SUPERINTENDENTS.

THE annual meeting of the National Association of School Superintendents was held in Nashville, Tenn., on Monday, August 17. Hon. E. E. White, of Ohio, presided, and Rev. Dr. Van Bokelen, of Maryland, served as Secretary.

The President gave a review of the origin and doings of the Association.

After some business matters had received attention, Gen. John Eaton, State Superintendent of Schools in Tennessee, read an able paper on "School Funds—how best raised, and how best disbursed." An interesting discussion followed the paper, some of the speakers arguing in favor of supporting public schools wholly by State tax; some favoring local or township tax; and others preferring a union of the two, but depending chiefly on the local tax. The conclusion generally accepted was, that both State and local taxes ought to be levied for school purposes.

The subject next considered was "School District Organization; Territorial Unit; School Officers, and how elected."

It was generally maintained by the speakers that in the organization of a school system there should be no unit smaller than a town. State and County Superintendents were deemed necessary for the most efficient management of a school system. There was a wide difference of opinions in regard to the mode of selecting Superintendents. On the one hand it was said that these officers should be directly chosen by the people, as the people's immediate servants, and closely responsible to the people. On the other hand it was maintained that these officers should be kept as far removed from political influences as possible, and that they ought to be selected by some body of men that would be likely to make a wise choice. It was forcibly argued by one or two of the Superintendents of Southern States, that, while it might be well in those States where free schools

had always existed, for the people to elect directly their Superintendents of Schools, it would be folly thus to elect in the Southern States, where the prejudice against free public schools is bitter, and where comparatively few people are sufficiently acquainted with the principles and practical working of a public school system to qualify them for the office in question.

In the evening an able and eloquent address was made by President White, upon the great and universal advantages of education.

On Tuesday, August 18, the Association met at 9 o'clock, A. M. The following list of officers for the ensuing year was adopted:

For President, J. W. Buckley, Brooklyn, N. Y. For Vice-Presidents, E. E. White, Columbus, O.; C. E. Lawrence, Nashville, Tenn., and W. T. Conway, Louisiana. For Secretaries, L. Van Bokelen, Baltimore, Md., and J. M. Olcott, Terre Haute, Ind.

The following resolutions, reported by several committees, were adopted:

Resolved, That State, County and City Superintendents are indispensable to any system of public instruction.

Resolved, That the township in civil districts is the true unit of school organization, and should constitute a single district with a Board of school officers elected by the voters of the entire district, and empowered to levy taxes for school purposes, erect school-houses, employ teachers, and otherwise take the entire local control and management of the school.

Resolved, That the property of the State should educate the children of the State.

Resolved, That to secure a certain annual income for a sufficient number of months, a tax should be levied upon all the property, equitably distributed, so as to give each child equal educational privileges.

Resolved, That a local tax should be levied, to continue the school in efficient operation for at least eight months each year.

Mr. Bulkley, the President for the ensuing year, took the chair and made an appropriate address.

The Association then adjourned *sine die*.

MEETING OF THE AMERICAN NORMAL SCHOOL ASSOCIATION.

THE American Normal School Association met in the hall of the House of Representatives, on Tuesday, August 18, at 10 o'clock, A.M. The President, Mr. D. B. Hagar, of Mass., occupied the

chair. In the absence of the Secretary, Mr. W. E. Crosby, of Lima, O., was appointed Secretary *pro. tem.*

After the reading of the record of the last meeting, committees were appointed to report a list of officers, to prepare resolutions, and to supervise the publication of the proceedings.

Dr. Van Bokelen, of Maryland, offered the following resolution:

Resolved, That State Normal Schools for the education of teachers are essential for the efficient operation of public instruction.

He supported the resolution with an able speech, in which he referred to the acknowledged necessity of special preparation for various professions and occupations, and showed the exceeding importance of a thorough training for the difficult and responsible work of teaching.

Prof. John Ogden, Principal of the Nashville Normal School (for colored pupils), regarded teaching as an art and as one of the most exact sciences. He strongly urged the importance of Normal Schools.

Dr. Gregory, President of Illinois Industrial College, answered the objection which is sometimes raised, that Normal Schools cannot supply more than a small part of the teachers required, by showing that the views inculcated in Normal Schools and the enthusiasm there excited, are imparted to all teachers with whom Normal graduates come into association, thus elevating the general standard of teaching.

The resolution was further supported by J. M. Olcott, of Indiana, and President Graves, of Tennessee, and was unanimously adopted.

The next subject for discussion was, "The Usefulness of Model Schools in connection with Normal Schools, and the mode of conducting them."

Mr. Bulkley, of New York, opened the discussion. He said that the grand idea of a Model School is for the teacher to see that the scholars do all the work.

Mr. E. E. White, of Ohio, said the one vital idea of a good school is a good teacher. He had visited the Normal Schools of the country and had been surprised at the great difference in the modes of teaching there inculcated. He dwelt upon the value of Model Schools.

Mr. Noel, of Tennessee, regarded the Model School as more useful than the academic department of the Normal School.

AFTERNOON SESSION.

After some remarks on Model Schools by Prof. Mallon, of Georgia, Mr. Olcott, of Indiana, offered the following resolution:

Resolved, That the Model School, including a school of observation

and a school of practice, is an important, if not an essential, element of a Normal School.

Prof. Ogden said his plan was to have the older pupils practise upon the younger, and that the results were good.

Mr. Bell, of Indianapolis, stated that the same plan had been tried in his city and had proved successful.

At the request of the Association, the President stated the experience of Massachusetts with reference to Model Schools in connection with the Normal Schools.

The resolution was then adopted.

"Normal Instruction in Geography" was next discussed.

Mr. Crosby, of Ohio, would begin teaching geography with the aid of a globe, taking the earth as a whole.

Dr. Van Bokelen earnestly favored the teaching a good deal of physical geography to young children.

Mr. McKinney, of Tennessee, would begin with things about home, and proceed from the less to the greater.

Several other gentlemen participated in the discussion, taking very diverse views of the subject, some contending that the beginner in geography should first study the earth as a whole and thence proceed to consider the parts, others arguing in favor of beginning with home localities and proceeding to State, country and continent.

EVENING SESSION.

The officers of the Association for the ensuing year were chosen as follows :

President — M. A. Newell, Baltimore, Md. Vice-Presidents — John Ogden, Nashville, Tenn. ; J. M. Olcott, Terre Haute, Ind. ; J. W. Bulkley, Brooklyn, N. Y., and W. M. Colby, Arkansas ; Secretary — A. S. Barbour, District Columbia ; Treasurer — E. C. Hewett, Normal, Ill.

Prof. Newell, Principal of the State Normal School at Baltimore, then read an excellent paper on "Text-Books." He was quite severe in his remarks concerning the mass of text-books in use.

Mr. Rolf, of Illinois, a book agent, made a spirited and amusing defence of text-books, saying, among other sharp things, that every botch that ever lived was in the habit of blaming his tools.

The subject of the essay was discussed at considerable length by

several other gentlemen, the prevailing sentiment being that text-books have of late years been greatly improved.

The President-elect, Prof. Newell, on assuming the duties of his office, addressed the Association briefly and happily.

After the usual votes of thanks, the Association adjourned *sine die*.

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

TWENTY-FOURTH ANNUAL MEETING.

THURSDAY, October 15.

GENERAL MEETING.

- 7.30 o'clock, P. M. Opening addresses by the President and others.
 8.30 " Lecture by Hon. Geo. B. Loring, of Salem. Subject. —
 The Importance of careful Culture as the Basis of popular Education.

At the conclusion of the lecture there will be singing by pupils from the Boston Public Schools, under the direction of their teacher, J. B. Sharland, Esq.

FRIDAY, October 16.

High School Section.

- 9 o'clock, A. M. Miscellaneous business.
 9.20 " Paper by E. S. Frisbee, A. M., of Northampton. Subject. —
 What Branches should be included in an English Course of Study?
 9.40 " Discussion of this paper.
 11 " Paper by Elbridge Smith, Esq., of Dorchester. Subject. —
 When and how shall the English Language be studied in the High School?
 11.20 " Discussion of this paper.
 2 o'clock, P. M. Discussion resumed.
 3 " Paper by Samuel H. Taylor, LL.D., of Andover. Subject. —
 The Relation of the High School to the College.
 3.30 " Discussion of this paper.
 4.30 " Miscellaneous business.

Grammar School Section.

- 9 o'clock, A. M. Miscellaneous business.
 9.20 " Paper by Prof. L. B. Munroe, of Boston. Subject — Physical Culture in Schools.
 9.50 " Discussion of this paper.
 11 " Address by Mts. Mary Howe Smith, of Oswego. Subject. —
 Geography; what it is, and the Method of teaching it.
 2 o'clock, P. M. Paper by J. G. Scott, Esq., of Westfield. Subject. — Grammar; what shall be taught, and how?

- 2.30 P. M. Discussion of this paper.
 3.30 " Paper by Rev. H. F. Harrington, of New Bedford. Subject.
 — Necessity and Advantages of Oral Instruction.
 4 " Discussion of this paper.

Primary School Section.

- 9 o'clock, A. M. Miscellaneous business.
 9.15 " Paper by Miss J. H. Stickney, Superintendent of the Boston Training School. Subject. — The Influence of Primary Schools on Educational Reforms.
 10 " Dr. Edwin Leigh, of New York, will present his system of teaching Elementary Reading, and will exemplify its operations by a class of children.
 11 " Miss D. A. Lathrop, of the Worcester Training School, will read a paper upon Methods of Primary Instruction.
 2.15 o'clock, P.M. An Object Lesson will be given to a class of children by Miss Lucy O. Fessenden, Assistant in Boston Training School.
 2.45 " John D. Philbrick, Esq., Superintendent of the Boston Public Schools, will make some remarks upon Primary School Government and General Management.
 3.30 " L. W. Mason, Esq., will present an illustration of his method of teaching music in the Primary Schools of Boston.

SATURDAY, October 17.

GENERAL MEETING.

- 9 o'clock, A.M. Choice of officers, Reports of Committees and General Business.
 9.30 " Discussion. Subject. — Should there be less of the Study of Mathematics in our Schools?
 10.15 " Paper by Dr. Henry W. Williams, of Boston. Subject. — Near-Sightedness in School Children.
 Singing by pupils of the Public Schools, under the charge of Mr. Sharland.
 Addresses by Prominent Educators.

The General Meetings will be held in Tremont Temple, Tremont St.

The meetings of the different sections will be held as follows: The High School teachers will occupy the hall of the English High School, Bedford St. The Grammar School teachers will meet at Lowell Institute Hall, on Washington St., in the rear of the Marlboro' Hotel. The Primary School teachers will hold their meeting at the hall of the new Wells School-house, corner of Blossom, near Cambridge St.

A Social Reunion and a Promenade Concert will be held on Friday Evening, at 7½ o'clock, at Faneuil Hall. Music will be furnished by Gilmore's Band; tickets will be furnished gratis to teachers attending the Convention.

The railroad and hotel arrangements are not yet completed, but will be seasonably published in the daily papers.

It is hoped that School Committees, by dismissing their schools, and teachers, by prompt attendance upon the Convention and participation in its various exer-

cises, will aid in promoting that spirit of progress and professional enthusiasm, without which the acknowledged excellence of the Schools of Massachusetts cannot be maintained.

GEO. K. DANIELL, JR., *Secretary.*

SEPTEMBER 18, 1868.

C. C. CHASE, *President.*

NOTICE.

THROUGH the kindness of Mrs. Horace Mann, who has allowed us to use the plate in her possession, we are able to present in this number the excellent likeness of Col. Sarmiento. We are also indebted to her for a copy of *Life in the Argentine Republic in the Days of the Tyrants*, from which we have prepared a brief sketch of his life. We have received a very interesting article from J. E. B., entitled "Are our Scholars required to Study too much?" which we are obliged, from want of space, to defer to the next number. We also have in type a full account of the meeting of the National Teachers' Association, which must lie over for the same reason.

GERMAN KINDERGARTEN.

WE are pleased to learn that an attempt is making to introduce the pure Fröbel Kindergarten system into Boston.

Madame Kriege and Miss Alma Kriege will open Normal School classes for the theoretical and practical instruction of Kindergarten teachers, on the 1st of November, in connection with their school at 127 Charles Street. Terms for the course comprising six months, \$100. We are happy to print the accompanying letter relating to this subject which has been sent us by a disinterested party.

MR. EDITOR:—I send you the circular of the German Kindergarten which is to be opened this fall in Charles Street. Madame Kriege brings the highest recommendations, and wishes to devote herself to planting this beautiful institution in all its purity in this country. She feels that an educational idea can radiate from Boston more easily than from any other centre. She tried the Normal School in vain in New York, and it is only since her removal from there that the educators of that city begin to realize its value. Dr. Pierce's letter, printed in her circular, is but one testimony to this fact. Many attempts at Kindergarten have been made in this country, but upon imperfect knowledge. This lady and her daughter have enjoyed the very best advantages of learning the true principles of it, having made it a special study in addition to other educational advantages, which her daughter, Miss Alma Kriege, received in Germany. She practised it one year in N. Y. with success, in a limited space, but not in connection with a training school for teachers, which is the present aim. Whoever understands our organization of public schools, feels the deep want of something prior to the present primary school, especially in the cities where very young children among

the poor are left by the necessities of poverty, in very bad circumstances, up to the period when they can be admitted into the primary schools. An effort was made many years since to establish infant schools, but they were finally dropped because science and deep reflection were not brought to bear upon them. This new movement promises to effect the object, if the public mind can be interested in it.

With Miss Alma Kriege's Model School, and Madame Kriege's Normal School, it is hoped that success will crown her efforts. Madame Kriege brings to the work a matured and experienced mind highly cultivated, and a heart vitally interested in the reform. She needs but an opportunity to show her power of imparting ideas upon this most momentous of all subjects. Not only teachers, but young mothers and elder sisters in large families, will derive benefit from her teachings. All the women in the community are not too many to take charge of its children, and it is a duty that cannot be fulfilled aright with good will only. It needs knowledge as well as love to do it adequately. Most of our young teachers take up the work of instruction with no other than book knowledge. No teacher of any grade of schools would find it time ill spent, if, after her normal school training or other preparation is supposed to be finished, she should take the six months training of Madame Kriege in addition, for children of all ages should be taught on the same philosophical principles. An ignorant young person cannot be made into a good Kindergarten or infant school teacher, because she will have no resources, and no amount of resources can be wasted in such teaching. Every object in nature may be made into a lesson for a child, and the most profound knowledge of that object is not too good a one for the purpose. Miss Alma Kriege, in her New York school, with the limited means which she could there command, surprised her friends and patrons with her achievements in cultivating the minds of the children under her care. In independent circumstances here, commanding the surroundings, and unhampered by prejudices and the prerogatives of others, she will have a fine opportunity for showing what a good system can effect.

M. M.

D'ARCY THOMPSON'S "SCALÆ NOVÆ."

BY R. L. PERKINS.

MR. EDITOR:—I recently received from Europe a little work, sent to me by the author, who I suppose expected me to express my opinion of it, and I cheerfully do so through your columns. The work is the *Scalæ Novæ*, or Ladder to Latin, by D'Arcy W. Thompson, Professor of Greek, Queen's College, Galway, Queen's University, Ireland.

I listened with great interest to Prof. Thompson's lectures last winter, before the Lowell Institute in Boston, in which he denounced in severe terms the effete systems of classical instruction that have been in vogue so long, especially in the English schools. Prof. Thompson is evidently a man of great genius and origi-

nality, and capable of being a leader in the much needed reforms in classical teaching. Yet I must say that this work falls very far short of what I was led to expect from him, by the capability displayed in his lectures. I was quite surprised to find in the "Introduction" to his work, the remarkable confession that in one important respect, his book is not what his admirers might have anticipated.

He says, "I have already said that my book is not so long as I could wish it to have been; neither, indeed, is it so fresh and novel. I would willingly have dispensed with many *unreasonable* and *illogical* rules; many *unmeaning inexplicable* terms of grammar. But in my zeal for innovation, I heard a voice whispering: "Be not too bold." I have only ventured, therefore, a little way on the path of grammatical reform; with the hope and confidence however, that what would be singularity and temerity in the present age, will be normal and non-noticeable in the next generation."

I have italicized in the above quotation, the words that seem to me most significant. We have then many "unreasonable and illogical" rules, many "unmeaning, inexplicable" terms of grammar, and yet even so adventurous a man as Prof. Thompson is afraid to dispense with them. I hardly think, judging from the utterances of Stuart Mill, Mr. Lowe and others, that such a confession of hesitancy in taking so important a step as that of dispensing with *unreasonable* and *illogical* rules, *unmeaning, inexplicable* terms of grammar, was needed even on the other side of the Atlantic, where conservatism has so long held sway. But with us who are ready to welcome every true reform in systems of education, such a confession is wholly unpardonable, and must prejudice every one against his work, who having heard his lectures, was led to expect in this work some decided step forward in grammatical reform.

Let me say here, however, that I thought the Professor in his lectures anathematized many of the rules of grammar which are really not at fault. The difficulty is in many cases, not so much in the rule of grammar as in the dry and inefficient way in which it is presented to the pupil by the teacher. A grammar must of necessity be written in a highly concentrated style, so as often to seem almost *inexplicable* to the pupil; and it is the duty of the teacher to analyze, develop and explain it. When this is done faithfully and clearly, the rules themselves are generally found to be unobjectionable.

As I intended only a brief article, I will only call attention to a few other objectionable features in this work. The reasons for these objections any one will clearly perceive, who will take the trouble to read the prefatory remarks in two admirable works which we have among us, Crosby's Greek Lessons, and Richards' Latin Lessons. Prof. Crosby showed with great clearness in his "Preface," and Mr. Richards abundantly confirmed his opinion, that in no elementary book, even, ought the rules of the language to be interspersed with the reading lessons, as is done in Prof. Thompson's book, but rather taught from the grammar. As this must be the ultimate source of reference, the advantages to be derived from early associations are too important to justify the teaching of rules from any other book than the grammar itself. These authors give good reasons, too, why the illus-

trations or reading lessons made use of should be wholly classical, and not manufactured for the purpose as is much of the Latin given in the earlier part of this work. And they have also done much to facilitate the recollection of the inflections of the different parts of speech, especially the verb, by their very valuable tables, presenting the inflection endings in their elements, of which we find nothing in Prof. Thompson's book.

I think, moreover, that it is deficient in not having a suitable vocabulary of the words used. It is true the author aims to give at the commencement of each lesson, the *new* words used in that lesson. But these lists are by no means complete, nor will the corresponding English sentences to be translated into Latin, always afford a clew to the meaning of the words, and consequently much greater confusion will arise in the pupil's mind, especially in the advanced lessons, than if he were taught at the outset the uses of a dictionary by a complete vocabulary.

But while for these reasons I should be reluctant to adopt the "*Scalæ Novæ*," as a substitute for Richards' Latin Lessons, yet I shall ever keep it by me in teaching, for the many excellent suggestions it contains relative to the peculiar idioms of the Latin language, and I am sure that no teacher could fail to derive from it much valuable information.

INTELLIGENCE.

Items for this Department should be sent to G. B. Putnam, Franklin School, Boston.

Prof. CHARLES H. HITCHCOCK, of New York, formerly of Amherst College, and son of the late Edward Hitchcock, LL.D., has been appointed State Geologist by the Governor and Council of New Hampshire. He will enter at once upon a survey of the State.

L. P. FROST. — Middletown College has conferred the degree of A. M. upon Mr. Frost, who has long been connected with the schools of Waltham.

W. P. HOOD, Principal of the High School at Red Wing, Minn., has become Superintendent of Public Schools in Rochester, Minn. Salary, \$1,500.

ISAAC WALKER, who for some five years has had charge of the Pembroke (N. H.) Academy, has been elected Principal of the Ware High School.

L. R. LEAVETT, of Meredith Centre, succeeds Mr. Walker at Pembroke.

JAMES S. EATON, Ph. D., of Andover, Class of '65, Amherst, has accepted the Professorship of Natural Science at Beloit College.

JOSEPH T. TRACY, a graduate of Williams, has been added to the able corps of instructors in the Williston Seminary at Easthampton.

JOHN H. JENKS, formerly of Easthampton, who has spent some two years in study abroad, has been appointed Professor of German, etc., in Washington University, St. Louis.

Prof. S. H. WHITE, Principal of one of the Chicago schools, and Associate

Editor of *The Illinois Teacher*, has been appointed Principal of the new Normal School at Peoria, Ill.

Prof. E. D. BASSETT, the colored Principal of the Philadelphia Colored High School, has received the degree of Master of Arts from the Lincoln University, Oxford, Pa.

E. H. HAMMOND, for the past twelve years Principal of the Winter Street Grammar School, Haverhill, and for more than that time, a subscriber to the *Teacher*, has taken charge of the Bennett Grammar School, Brighton, at a salary of \$1,400.

Boston. — EPHRAIM HUNT, Master in the English High School, has been elected Head-Master of the Girls' High and Normal School, to fill the vacancy occasioned by the death of William H. Seavey.

NATHAN E. WILLIS, of the Hillside Grammar School, Jamaica Plain, and L. HALL GRANDGENT, Usher in the Mayhew School, have been appointed Sub-Masters in the English High School.

C. B. TRAVIS, of the Quincy High School, has been invited to the Ushership in the Mayhew School.

WILLIAM C. SIMMONS, of the last class at Harvard, has been appointed Sub-Master in the Latin School.

Miss LUCY O. FESSENDEN, Head Assistant in the Chapman School, has accepted a position in the Training Department of the Normal School.

Prof. A. P. ROCKWELL, of Yale College, has accepted a Professorship in the Institute of Technology.

Windsor Locks, Conn. — A large and commodious school-house was recently dedicated in this place. The grounds occupy two acres of land, and the building is of brick, three stories high, and has six rooms. The entire cost was more than \$30,000.

Holyoke. — This enterprising town has just completed two magnificent school buildings, costing \$30,000 each. Holyoke, with a population of less than 8,000, has nearly \$200,000 invested in school buildings,—all of which are admirably adapted to school purposes. This speaks well for the intelligence and patriotism of the citizens.

Brown University. The following appointments have been made by the Corporation of Brown University:

Benj. F. Clark, A.M., Instructor in Mathematics, was appointed Professor in Mathematics and Civil Engineering.

John H. Appleton, B.P., Instructor in Analytical Chemistry, was appointed Professor of Chemistry applied to the Arts.

Timothy W. Bancroft, A.M., Professor of Rhetoric and English Literature.

Arnold Buffum Chase, Instructor in Chemistry.

Charlestown. By a recent vote of the Committee, Sub-Masterships were established in the Grammar Schools and the following appointments have been made. The salary is \$1,200 per year:

Warren School. Samuel G. Stone, of the Needham High School. A graduate of Amherst.

Bunker Hill School. H. F. Sears, of the Holliston High School. A graduate of Amherst.

Prescott School. F. E. Lewis, of the East Randolph High School. A graduate of Dartmouth.

Harvard School. — Bonney, of Lexington.

Jamaica Plain. The following appointments have been made by the Committee :

Albert F. Ring, of the Bridgewater High School, successor to Mr. Willis.

Miss M. Lizzie Cobb, of Quincy. A graduate of the Bridgewater Normal School.

Miss Amy Crosby, of Milton. A graduate of the Bridgewater Normal School.

Miss Ada F. Adams, of Dedham.

Miss Lizzie F. Brown, of Lexington.

Miss Emma M. Whitford, of Billerica. A graduate of the last class at the Salem Normal School.

Wilbraham. Five new teachers have been added to the corps of instruction in the Wesleyan Academy :

W. H. H. Phillips, in Mathematics.

Joseph Hastings, Jr., Music.

J. G. Robbins, English Branches.

Miss H. D. Merrill, English Literature and Latin.

Miss Philbrook: Drawing and Writing.

Agricultural College. — Among the lectures to be delivered before the Agricultural College this fall, will be a course of ten by Dr. Calvin Cutter, author of the well-known school physiology on the laws of health ; by Mr. Flint, Secretary of the Board of Agriculture ; ten lectures on dairy farming, by Dr. Jabez Fisher, of Fitchburg ; ten lectures on market gardening, by Hon. Marshall P. Wilder, lectures on modes of hybridizing and improving ornamental and useful plants, besides a large number of other lectures on various important topics.

BOOK NOTICES.

A FOURTEEN WEEKS' COURSE IN DESCRIPTIVE ASTRONOMY: By J. Dormand Steele, A. M., Principal of Elmira Academy. New York: A. S. Barnes & Co.

The author of this book has compressed the main facts of astronomy into a handsome volume of 300 open pages, handsomely and abundantly illustrated. A hasty examination of the book impresses us favorably. We welcome it as another of the small text-books that seem to be coming into public favor.

LESSONS ON POLITICAL ECONOMY, designed as a Basis for Instruction in that Science in Schools and Colleges, by J. T. Champlin, President of Colby University. New York: A. S. Barnes & Co., pp. 219.

The chief principles of the Science of Political Economy are here laid down systematically and with great perspicuity. The propositions and arguments are

presented in short, compact sentences that nearly every person can easily comprehend. For class use, this book cannot fail to be interesting and profitable. As to some of the doctrines it advocates, there will, of course, be different opinions, especially in regard to taxation and finance.

THE SCIENTIFIC BASIS OF EDUCATION, demonstrated by an Analysis of the Temperaments and of Phrenological Facts, in connection with Mental Phenomena and the office of the Holy Spirit in the Processes of the Mind, in a series of letters to the Department of Public Instruction in the City of New York. By John Hecker: A. S. Barnes & Co., New York.

Whether one believes in Phrenology or not, he will find in Mr. Hecker's elaborate work, discussions and practical suggestions of great value to every educator. The author would classify children in school according to their temperaments, holding that the management and modes of instruction adapted to those of one temperament are not fitted to those of another. We do not at present believe that the proposed classification of scholars in our common schools, is either practicable or desirable. If children are to be classified according to phrenological temperaments, in addition to the necessary classification according to attainments, the number of classes will be quadrupled. This alone is a grave objection to the proposed classification. Moreover, the things now taught in common schools must be learned by all children, regardless of physical peculiarities, and as the explanation of a principle must be essentially the same, for minds that act slowly and for those that act quickly; and, as dull minds are quickened by competition with active minds, it seems inexpedient to require teachers to repeat their work as they must if the number of their classes is increased; and it seems best for minds of different characteristics to come into contact, one with another. The subject is too broad to be properly considered in a book notice. Whoever is interested in the philosophy of education will find it profitable to study Mr. Hecker's book.

GREAT OUTLINE OF GEOGRAPHY, for High Schools and Families, with a Universal Atlas. By Theodore S. Fay. pp. 237. \$3.75. Cloth, 4,25: G. P. Putnam & Son, 661 Broadway, N. Y.

This work did not seem, at sight, to be adapted to our wants in a common school. By a reading of its preface, we see that no such claim is made. It seeks rather to supplement those books now in use, and seems eminently adapted to the accomplishment of this end. Its plan is new, for "like the sewing machine, it is intended to do its own work."

We have received from the enterprising firm of Lee & Shepard, whose counters, by the way, we advise *all* teachers to *visit*, three volumes, each full of interest: **OUR STANDARD BEARER**; or, the Life of General Ulysses S. Grant. By Oliver Optic. pp. 348. **LIFE AND PUBLIC SERVICES OF GENERAL ULYSSES S. GRANT**, and a Biographical Sketch of Hon. Schuyler Colfax. By Charles A. Phelps. pp. 340. **DIKES AND DITCHES**, No. 4, of the Young America Abroad Series. pp. 346.

THE CIVIL WAR IN AMERICA. Vol. II. By John W. Draper. Harper & Brothers: New York.

The events here recorded occurred between the accession of Mr. Lincoln and

the Proclamation of Freedom; from the 4th of March, 1861, to January 1, 1863. The different sections treat of The Progress and Culmination of the Conspiracy; Vast Development of Warlike Operations; Prelude to the Great Campaigns; Campaigns for opening the Mississippi; Campaign for the Capture of Richmond; The Blockade; Foreign Relations and Domestic Policy. The author has evidently prepared this volume with great care. We have here a faithful history of the period described, one which will be found satisfactory to most readers. The work will be completed in one more volume, and will become a standard history of the Great Rebellion.

WEBSTER'S ACADEMIC DICTIONARY, WEBSTER'S HIGH SCHOOL DICTIONARY, WEBSTER'S COMMON SCHOOL DICTIONARY, WEBSTER'S PRIMARY SCHOOL DICTIONARY.

The above series of dictionaries published by *Iverson, Phinney, Blakeman & Co.*, New York, reflects great credit upon authors and publishers. Each of these books has been thoroughly revised, and handsomely illustrated; and each seems to be admirably adapted to the class of scholars for whom it is designed. We have examined these books with much satisfaction, and take great pleasure in calling the attention of our readers to them. Dictionaries will certainly be popular in schools where these are used.

The New England agents of *Iverson, Phinney, Blakeman & Co.*, are *WILDE, BOWLER & Co.*, No. 1 Cornhill, Boston. This is a new firm, but its members are old in the business, and are favorably known. Their Primary School Slate, a sample cut of which was advertised in our last number, will commend itself to all who examine it. They keep a large supply of school-books, and, we have no doubt, will give a cordial welcome and good bargains to those who visit their establishment.

FIRST PRINCIPLES OF POPULAR EDUCATION AND PUBLIC INSTRUCTION.
By S. S. Randall, Superintendent of Public Schools of the City of New York.
Harper & Brothers.

Mr. Randall takes a large and comprehensive view of his subject. Education is the development and culture of all the faculties and powers belonging to man. This he would keep in view even in elementary schools. The desire of knowledge must be awakened and constantly stimulated; habits of observation, order, obedience formed. There must be an earnestness of purpose, a conscientious performance of duty, a love of truth. The necessity of moral development and training is strongly set forth.

In noticing the errors and defects of our systems, and their administration, the author thinks there is too much dogmatic teaching, and not enough of the suggestive and inductive; not enough attention given to the moral and affectional nature. He thinks, also, that our systems are not comprehensive enough; that proper provision is not made for advanced culture. He claims that the State should furnish to its youth every means of education, and would have universities founded and liberally endowed, with professorships of each department of learning.

There is need of this book, and we are glad it has been written. There is too much "cramming" for immediate effect in many of our schools. This process

leaves out of sight the great ends of education; it is well, therefore, to have them fairly stated, that all engaged in the great work of education may understand its noble purposes, and work for the best results.

MISCELLANEOUS PROSE WORKS. By Edward Bulwer, Lord Lytton. Two vols. Harper & Brothers: New York.

These essays, written at various times, and published in various forms, are here for the first time brought together. They consist of criticisms on men and things, stories and the like. They differ, of course, in style and merit, written as they have been in different periods of the author's life. They show, however, the character of his mind, and possess an interest even beyond their intrinsic worth, truly valuable as many of them are. The lovers of the writings of this great novelist will welcome these volumes, with their record of his opinions and critical theories, and so many facts gathered from a wide experience.

THE INVASION OF THE CRIMEA. Vol. II. By Alexander William Kinglake. Harper & Brothers: New York.

This volume commences with the disposition of the troops after the battle of the Alma, and ends with the battle of Balaklava. The author's record of events, is very full and complete. He enters into details, but is never tedious. The country is plainly mapped out for you, the dispositions of the various forces shown, the effect of this and that movement made known, the harmony, or want of harmony, between those in command, the vigor of the attack and the defence, all these are detailed. The story of this invasion will always fill an interesting, and important page in history.

THE DOWER HOUSE. A story by Annie Thomas (Mrs. Pender Cudlip), is from the same publishers, and can be obtained of A. Williams & Co.

WILLIAMSON'S CONCENTRIC CELESTIAL AND TERRESTRIAL GLOBES. Harper and Brothers: New York.

There is one of these Globes now on Exhibition at the store of A. Williams, & Co., 100 Washington Street, and we think many of our readers will be pleased to examine it.

"The Celestial Globe consists of two hollow hemispheres of strong and clear glass, brought together at the equinoctial, and held in position by a brazen equinoctial, which is graduated into degrees and hours. Within this hollow globe is an ordinary terrestrial globe, whose diameter is about one-half that of the celestial globe, both globes turning on a common axle and having a common centre, but so arranged that either may be revolved at pleasure independent of the other. On the inner surface of the celestial globe the stars of the first, second, third, and fourth magnitudes are gilded; the ecliptic, colures, meridians, and parallels laid down; and the outlines of the constellation figures, with their names, are artistically painted, not, however, so as to obscure the terrestrial globe within."

It is an ingenious piece of mechanism, and quite ornamental as well as useful. Following the directions given in the accompanying manual, a great variety of astronomical problems may be easily solved, and much astronomical knowledge gained. We fear, however, that its high cost (one hundred dollars) will prevent its gaining the popularity it deserves.